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Regulations to modernise admissions and attendance registers. Punctuality

Registration Time Coding:

If the pupil is in registration when the register starts being taken they receive a present mark (/)

If a pupil arrives to registration after the register starts being taken they should be recorded late (L) unless they were elsewhere in school (i.e. with the Head of Year, Pastoral Office, Student Services, Reintegration meeting etc)

If the pupil does not arrive in registration before the register is closed/submitted the tutor should record absence (N) in the register.

Pupils arriving after the first 30 minutes of the school day should have the N code changed to the appropriate absence code. For example, M if they had been to the dentist, C2 if they are on a reduced timetable, I if they had been ill that morning but arrived after medication had been administered, Y1 if their arranged transport was late collecting or bringing them to school.

If there is no appropriate absence code for the reason provided the N code should be changed to U code, unauthorised late after registers closed.

Where there is widespread travel disruption due to weather, or other exceptional circumstances the Y2 codes could be considered as the appropriate absence code.

Where the morning registration period takes place during lesson time or registration lasts for less than 30 minutes the principle of:

Present when register starts (/), late after register starts (L), and more than 30 minutes late (absence code / U code) should be maintained.

Persistent Lateness with no genuine reason should be challenged with the pupil and their parent/carer. Persistent lateness can lead to a pupil missing significant amounts of learning, that could affect their achievement and academic progress.

The threshold of 10 sessions of unauthorised absence in a rolling period of 10 school weeks does include arriving late after registers close, therefore support should be offered to prevent further lateness. If persistent lateness continues; formalising the support, and enforcement can be considered.

Ensuring pupils and parents know the times of the school, good morning and evening routines, alarm clocks, and support with identifying travel options are good ways of providing support.